Programme “Reform of TVET in Viet Nam”

Workshop Document

MULTIPLIER TRAINING WORKSHOP ON IMPLEMENTATION OF GREENING TVET INSTITUTES
Workshop Document

MULTIPLIER TRAINING WORKSHOP ON IMPLEMENTATION OF GREENING TVET INSTITUTES

Ha Noi, 05-06.07.2018
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Training Workshop on Development of a DVET “Action Plan on Greening TVET”

Date: July 5th & 6th, 2018

Participants: Representatives of DVET and selected TVET institutes

Venue: Moevenpick Hotel, Hanoi

Expected results:

After completion of the workshop, the participants:

- are familiar with requirements for greening TVET institutes and know how these requirements can be implemented at TVET institutes in a holistic approach;
- are familiar with real examples of how the greening process can be implemented at TVET institutes;
- have developed realistic measures to be implemented at their respective TVET institute to transform their colleges into greener learning and training environments (for TVET institutes) and to coordinate/facilitate the greening process of TVET institutes (for DVET participants);
- are familiar with necessary recommendations, examples, tools and materials that TVET institutes can/should use to transform their colleges into greener learning and training environment

July 5th, 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>By</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30</td>
<td>Registration</td>
<td></td>
</tr>
<tr>
<td>8:30-8:35</td>
<td>Welcome and overview of the workshop's objectives and content</td>
<td>Mr. Tran Quoc Huy- Head of DVET Office</td>
</tr>
<tr>
<td>8:35-8:45</td>
<td>Statement of a leader of DVET</td>
<td>A leader of DVET</td>
</tr>
<tr>
<td>8:45-8:55</td>
<td>Statement of a leader of GIZ-TVET Programme</td>
<td>Ms. Britta van Erckelens-Deputy Director Programme Reform of TVET in Vietnam</td>
</tr>
<tr>
<td>08:55-10:30</td>
<td>Topic-oriented introduction of participants by means of group work; presentations results and plenary discussion</td>
<td>Dr. Klaus-D. Mertineit-International Expert of GIZ</td>
</tr>
<tr>
<td>10:30-10:45</td>
<td>Tea Break</td>
<td></td>
</tr>
</tbody>
</table>
### Characteristics and elements of green TVET institutes

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:45-11:00</td>
<td>Interactive teaching session on terms and reasons</td>
<td>Dr. Klaus-D. Mertineit-International Expert of GIZ</td>
</tr>
</tbody>
</table>
| 11:00-12:15 | Group work according to 8-4-2 method on  
• characteristics of green TVET institutes  
Presentation of results and plenary discussion |                                                   |
| 12:15-13:45 | **Lunch Break**                                                          |                                                   |
| 13:45-14:15 | Interactive input presentation on  
• the greening TVET institutes concept and introduction to the brochure “Greening TVET in Viet Nam” | Dr. Klaus-D. Mertineit-International Expert of GIZ |
| 14:15-14:45 | Group work and plenary discussion on definition of a general goal on Greening TVET in Viet Nam | Dr. Klaus-D. Mertineit-International Expert of GIZ |
| 15:15-15:30 | **Tea Break**                                                            |                                                   |
| 15:00-16:15 | Group work according to 6-3 method on  
• key elements and fields of action  
Presentation of results and plenary discussion | Dr. Klaus-D. Mertineit-International Expert of GIZ |
| 16:15-16:30 | Summary, feedback and outlook on the second workshop day                  | Dr. Klaus-D. Mertineit-International Expert of GIZ |

### Development of an “Action Plan on Greening TVET in Viet Nam”

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-8:45</td>
<td><strong>Warming up</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 8:45-10:30 | Think-pair-share method as well as interactive input presentations and plenary discussion on  
• procedure, principles and preconditions of implementing the greening TVET institute approach | Dr. Klaus-D. Mertineit-International Expert of GIZ |
| 10:30-10:45 | **Tea Break**                                                            |                                                   |

### July 6th, 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>By</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Characteristics and elements of green TVET institutes (continuation)</strong></td>
<td></td>
</tr>
<tr>
<td>8:30-8:45</td>
<td><strong>Warming up</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 8:45-10:30 | Think-pair-share method as well as interactive input presentations and plenary discussion on  
• procedure, principles and preconditions of implementing the greening TVET institute approach | Dr. Klaus-D. Mertineit-International Expert of GIZ |
| 10:30-10:45 | **Tea Break**                                                            |                                               |
## Implementing the greening TVET institutes approach

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:45-12:15</td>
<td>Think-pair-share method as well as interactive input presentations and plenary discussion on • procedure, principles and preconditions of implementing the greening TVET institute approach</td>
<td>Dr. Klaus-D. Mertineit-International Expert of GIZ</td>
</tr>
<tr>
<td>12:15-13:45</td>
<td><strong>Lunch Break</strong></td>
<td></td>
</tr>
<tr>
<td>13:45-15:15</td>
<td>Group work with divided responsibilities, group presentations and plenary discussion on • implementing the greening TVET institutes approach</td>
<td>Dr. Klaus-D. Mertineit-International Expert of GIZ</td>
</tr>
<tr>
<td>15:15-15:30</td>
<td><strong>Tea Break</strong></td>
<td></td>
</tr>
<tr>
<td>15:30-16:00</td>
<td>Plenary discussion on • derivation of recommendations</td>
<td>Dr. Klaus-D. Mertineit-International Expert of GIZ</td>
</tr>
<tr>
<td>16:00-16:30</td>
<td>Summary, feedback and farewell</td>
<td>Dr. Klaus-D. Mertineit-International Expert of GIZ</td>
</tr>
</tbody>
</table>
Objectives

After completing the workshop participants

- are familiar with requirements for greening TVET institutes and know how these requirements can be implemented at TVET institutes in a holistic approach;
- are familiar with real examples of how the greening process can be implemented at TVET institutes;
- have developed realistic measures to be implemented at their respective TVET institute to transform their colleges into greener learning and training environments (for TVET institutes) and to coordinate/facilitate the greening process of TVET institutes (for DoLISA HCMC participants);
- are familiar with necessary recommendations, examples, tools and materials that TVET institutes can/should use to transform their colleges into greener learning and training environments..
Agenda

Wednesday, 11 July 2018

- Welcome and overview of the workshop’s objectives and content
- Opening remarks: Statements of representatives of DoLISA HCMC and GIZ
- Introduction: Characteristics and elements of green TVET institutes
- Implementing the greening TVET institutes approach
- Recommendations
- Closing: summary, outlook, feedback and farewell

Introduction: Characteristics and elements of green TVET institutes

Terms, reasons, concepts and examples

- What do we mean by “greening” TVET institutes?
- What is the difference between “green” and “greening”?
- Why should TVET institutes in Viet Nam become “green”?
Introduction: Characteristics and elements of green TVET institutes

Terms, reasons, concepts and examples

- What are the characteristics of “green” TVET institutes?

Green TVET institutes

- take on responsibility for a sustainable future
- live what they preach and are role models for eco-friendliness
- follow a whole-institution approach that means including sustainability principles in every aspect of school life, such as
  - teaching content and methodology
  - school governance
  - human resources development
  - campus and facility management
  - cooperation with partners and the broader communities
- involve their internal as well as external stakeholders (particularly enterprises) into the greening process
- contribute to a sustainable development of their region
Introduction: Characteristics and elements of green TVET institutes

Reference concepts

UNESCO Roadmap

Action field 2
- Develop sustainability plans and strategies
- Integrate sustainability into values and structures of the institution
- Be a role model for greening
- Integrate green aspects into the training programmes
- Involve students in transforming the institution
Introduction: Characteristics and elements of green TVET institutes

Key elements and fields of action

1. Please form groups.
2. Please assign the activities on your worksheet (energy, water or waste) to the correct key areas of the green TVET institutions concept.
3. Inform yourself about the key elements and fields of action of the greening TVET institutes concept (brochure, pp. 33-41) if you are not sure.
4. Please coordinate your results with a second group which is dealing with the same subject. Prepare a common presentation on a pin board.
Introduction: Characteristics and elements of green TVET institutes

Terms, reasons, concepts and examples

- What good practices do exist and what fields of action do they consider?
- What initiatives and experience on greening TVET institute are represented in the workshop?

Task: Allocation and assessments of practical examples

In the following, some practical examples of greening TVET institutes will be presented.

1. Please decide: Which field(s) of action are considered in the presented example?
2. Please assess every example considering the following scale:
   1 = we like it very much
   2 = we like it
   3 = we partly like it
   4 = we do not like it
   5 = we do not like it at all
   Please give reasons for your decision.
Introduction: Characteristics and elements of green TVET institutes

Efficient dealing with energy

Introduction: Characteristics and elements of green TVET institutes

Improvement of waste management
Introduction: Characteristics and elements of green TVET institutes

Efficient and careful handling of hazardous substances

Introduction: Characteristics and elements of green TVET institutes

Greening a TVET institute based on an environmental management system
Introduction: Characteristics and elements of green TVET institutes

Renewable energies and energy efficiency: core topics in VET and school development

Installation of solar heaters in the neighbourhood
Introduction: Characteristics and elements of green TVET institutes

- Establish Green Club in the college
- Waste separation at source
- Kitchen garden
- Compost
- Bio gas from toilet and litter
- Rain water collection
- Solar energy
- Make use of the Recycle waste machine (the collecting CFC gas machine in Air-conditioning workshop)
- Implementing “5S” program
- Student should not use plastic bag
- Improve the Green space in the college
- Organize Environment Day for student to clean up the college

Introduction: Characteristics and elements of green TVET institutes

- Green Club
- Separate waste
- Classification of waste from its source
- Kitchen garden / compost
- Bio gas from toilet and litter
- Rain water collection
- Solar energy
- Use of eco-friendly products and materials
- Effective and efficient use of energy
- Green Office
- Training in green skills for teachers + students
- Environmental contest and common understanding
- Classification and storage of hazardous waste
- Building a store house for hazardous waste
- Contracting hazardous waste treatment agencies
Introduction: Characteristics and elements of green TVET institutes

- Encourage students riding bicycle in events
- Encourage students participate in the “Earth hour”
- Organize festival competition on environmental protection
- Conduct propaganda and education
- Use solar energy for lighting
- Re-use industrial fuel
- Use wind energy
- Use bicycles for traveling to the College
- Greening practical workshops
- Protect water resource
Introduction: Characteristics and elements of green TVET institutes

Task

1. Which are your three top examples on greening TVET? Please give reasons.
2. What greening activities are already in place at your TVET institute? Which concrete measures are planned?
3. Please write the activities and the planned measures on moderation cards.
4. Please allocate the cards to the respective elements of the greening TVET institutes concept.
5. Please present your results to the other participants.

- Use bicycles instead of motorbikes
- Launch campaign of “Green Summer”
- Launch Green Saturday/Sunday
- Environmentally friendly building
- Set up barrel system for containing rain water in buildings
- Set up lighting system using solar energy
Implementing the greening TVET institutes approach

Implementation of the greening TVET institute approach

- How would you proceed?
- Which preconditions are required?
- Which internal and external stakeholders would you involve at which stage?

General principles

1. Combine top-down and bottom-up approach.
2. Assign promoters on both strategic and operational level.
3. Follow a systematic approach.
4. Create of a suitable organisational structure.
5. Cooperate with OHAS, quality and facility management.
6. Link individual and organisational learning.
7. Live the greening process.
Implementing the greening TVET institutes approach

Procedure: Greening TVET institutes in seven steps

1. Assign a process manager who takes on responsibility and manages and operates the process.
2. Establish a green committee as the central forum for steering the greening activities.
3. Inform and involve stakeholders.
4. Develop a green policy and strategy (considering the whole-institution approach).
5. Conduct an environmental review on the environmental impacts of the TVET institute.
6. Develop a greening programme with objectives, activities, schedules and responsibilities.
7. Implement, monitor, evaluate and consolidate the greening activities.

Preconditions

- Support is needed on political and administrative level.
- The benefits for participating TVET institutes must be clear (e.g. image, label).
- Organisational and personal preconditions have to be created in TVET institutes as well as on political and administrative level.
- The process should be organized as a campaign.
- TVET institutes interested in participating in the campaign should be supported e.g. by means of tools and guidelines, consultation, training, exchange of experience. Is e-learning an option?
- Preferably, industry supports the campaign. In any case, the economy should be involved
- Successes should be documented and disseminated.
- The process should be monitored and evaluated continuously.
Implementing the greening TVET institutes approach

Tools / materials that can support the transformation of TVET institutes

The course consists of three modules with two to three units each (overall: eight units):

Module 1: TVET for a greening economy
- Green(ing) Economy
- Greening TVET
- Characteristics of green TVET institutions

Module 2: Reference systems and sector specific approaches
- Environmental Management System
- Eco-Schools Programme

Module 3: Topics, people and procedure
- Potential topics and focal areas
- Involving people
- Procedure

Every units’ structure is: preview – content – content pages & tasks - key messages – final test.
Implementing the greening TVET institutes approach

Task

**TVET institutes**
1. What do you want to do to implement and disseminate the greening TVET institutes approach in your college? Please describe the next steps.
2. Which supportive structures, tools and human capacity development activities should be developed and/or provided to support your activities?

**DoLISA**
1. What do you want to do to coordinate/facilitate the greening TVET institutes approach in your province (and on national level)? Please describe the next steps.
2. Which supportive structures, tools and human capacity development activities should be developed and/or provided to support your activities as well as the TVET institutes?

Recommendations

- Which existing examples, tools and materials can be used by TVET institutes to transform their colleges into greener learning and training environments?
- What examples, tools and materials should be developed and provided additionally?
- What other support is needed?
Objectives

After completing the workshop participants

- are familiar with requirements for greening TVET institutes and know how these requirements can be implemented at TVET institutes in a holistic approach;
- are familiar with real examples of how the greening process can be implemented at TVET institutes;
- have developed realistic measures to be implemented at their respective TVET institute to transform their colleges into greener learning and training environments (for TVET institutes) and to coordinate/facilitate the greening process of TVET institutes (for DVET participants);
- are familiar with necessary recommendations, examples, tools and materials that TVET institutes can/should use to transform their colleges into greener learning and training environments.
Agenda

Thursday, 5 July 2018

■ Welcome and overview of the workshop’s objectives and content
■ Opening remarks: Statements representatives of DVET and GIZ
■ Introduction: Characteristics and elements of green TVET institutes
■ Implementing the greening TVET institutes approach
■ Recommendations
■ Closing: summary, outlook, feedback and farewell

Agenda

Friday, 6 July 2018

■ Welcome and overview of the workshop’s objectives and content
■ Opening remarks: Statements representatives of DVET and GIZ
■ Introduction: Characteristics and elements of green TVET institutes
■ Implementing the greening TVET institutes approach
■ Recommendations
■ Closing: summary, outlook, feedback and farewell
Implementing the greening TVET institutes approach

Task

**TVET institutes**

1. What do you want to do to implement and disseminate the greening TVET institutes approach in your college? Please describe the next steps.
2. Which supportive structures, tools and human capacity development activities should be developed and/or provided to support your activities?

**DVET**

1. What do you want to do to coordinate/facilitate the greening TVET institutes approach on national level? Please describe the next steps.
2. Which supportive structures, tools and human capacity development activities should be developed and/or provided to support your activities as well as the TVET institutes?
GREENING INITIATIVES AT HVCT

Presenter:  
Dr. Nguyễn Thị Hằng  
HVCT Rector

GREENING ACTIVITIES

- Efficient use of natural light;  
- Introduction of regulations on and promotion of waste classification and treatment;  
- Operations of a wastewater treatment plant;  
- More tree-planting;  
- Less use and re-use of stationery of different kinds;
GREENING ACTIVITIES

- Air-con operating period should be between one hour after opening and one hour before office closing time;
- Efficient use of elevators;
- Set-up of a “Green Environment Club”
- Rainwater storage project;

GREENING ACTIVITIES

- Integration of environmental education into extracurricular activities;
- Basic and further training for teachers and students on green skills;
- Set-up of a “Green Office of Excellence”;
- Better awareness on green TVET and green skills.
GREENING INITIATIVES AT HVCT

SOLUTIONS

_solution1. Raising the awareness on “greening the economy” for the College’s staff and students;
_solution2. Integrating green skills into TVET programs;
_solution3. Conducting greening-driven scientific research and technology transfer;

24 October 2017

SOLUTIONS

_solution4. Further training for teaching staff and students on green skills;
_solution5. Establishing the College’s Green Environment Club;
_solution6. Excluding environmentally-unfriendly materials during the College’s construction, repairs and procurement of equipment.

24 October 2017
RECOMMENDATIONS

- MOLISA and DVET should take lead in the preparation of the strategy for green skill development within TVET institutes;
- DVET should formulate national framework for green skills; and provide training on green skill requirements for teaching staff from TVET institutes;

THANK YOU VERY MUCH!

DR. NGUYỄN THỊ HẰNG
Phone: 0903 010 336
Email: hangnt@hvct.edu.vn
Final evaluation: training / further training

Dear participant,

You have taken part in a GIZ training event. To help us further enhance the alignment of such training with your needs, we would ask you to participate in this survey and share your experience and any suggestions you might have for improvements. Naturally, we evaluate all questionnaires anonymously and will not be passing on your data to any third party. The data is statistically grouped and evaluated to allow us to provide information on the quality of our training. For this reason, we would ask you to answer all the questions in the survey.

Thank you for your help and support!

Your GIZ team

Please read the following statements and indicate your level of agreement by marking the appropriate box. You have six possible answers ranging from “totally disagree” to “totally agree”. If you cannot answer or do not wish to, please tick the “no answer” box.

1. General information

<table>
<thead>
<tr>
<th>Workshop title:</th>
<th>Multiplier Training Workshop on Implementation of Greening TVET Institutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venue:</td>
<td>Hanoi</td>
</tr>
<tr>
<td>Duration:</td>
<td>5 - 6 July 2018</td>
</tr>
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</table>

2. Content relevance and transfer possibilities

<table>
<thead>
<tr>
<th>The topics and content of the workshop are important for my work.</th>
<th>Totally disagree</th>
<th>Totally agree</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
</tr>
</tbody>
</table>

Please list topics that the workshop did not deal with, but would have been important for your work.
The content of the workshop successfully met my expectations.  ☐ ☐ ☐ ☐ ☐ ☐ ☐
I know how I can apply the workshop content in my work.  ☐ ☐ ☐ ☐ ☐ ☐ ☐
I know how I can pass on what I learnt to my colleagues.  ☐ ☐ ☐ ☐ ☐ ☐ ☐
I can also make good use of what I have learnt in other contexts.  ☐ ☐ ☐ ☐ ☐ ☐ ☐
The workshop has enabled me to continue working independently on the subject.  ☐ ☐ ☐ ☐ ☐ ☐ ☐

Have you already got concrete ideas of how to apply what you have learnt?  Yes ☐ No ☐

Please describe the initial steps you will take to implement your ideas.

What support do you require in this process? And by whom?

3. Contents

My assessment on the following course units:

<table>
<thead>
<tr>
<th>Course Unit</th>
<th>Very low</th>
<th>Very high</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome and opening remarks</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction: Characteristics and elements of green TVET institutes</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementing the greening TVET institutes approach</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
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<tr>
<td>Workshop in general</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
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</tr>
</tbody>
</table>
4. **Working and learning methods**

<table>
<thead>
<tr>
<th></th>
<th>Totally disagree</th>
<th>Totally agree</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>The contents and outcomes of the workshop were clear throughout.</td>
<td>□□□□□□□□</td>
<td>□□□□□□□□</td>
<td>□□□□□□□□</td>
</tr>
<tr>
<td>The participants were able to bring their own experience and examples into the workshop.</td>
<td>□□□□□□□□</td>
<td>□□□□□□□□</td>
<td>□□□□□□□□</td>
</tr>
<tr>
<td>The material (presentations of participants) helped me to understand the content better.</td>
<td>□□□□□□□□</td>
<td>□□□□□□□□</td>
<td>□□□□□□□□</td>
</tr>
<tr>
<td>The working and learning methods were appropriate to the tasks and suitably varied.</td>
<td>□□□□□□□□</td>
<td>□□□□□□□□</td>
<td>□□□□□□□□</td>
</tr>
<tr>
<td>I could relate the programme units to the context of my own work and life.</td>
<td>□□□□□□□□</td>
<td>□□□□□□□□</td>
<td>□□□□□□□□</td>
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</tbody>
</table>

The workshop was ... too long □ ... too short □ ... just right □

5. **Facilitator**

<table>
<thead>
<tr>
<th></th>
<th>Totally disagree</th>
<th>Totally agree</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>The facilitator obviously had considerable expertise in his own field and was well prepared.</td>
<td>□□□□□□□□</td>
<td>□□□□□□□□</td>
<td>□□□□□□□□</td>
</tr>
<tr>
<td>The facilitator could listen to the participants and answered their questions.</td>
<td>□□□□□□□□</td>
<td>□□□□□□□□</td>
<td>□□□□□□□□</td>
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</tbody>
</table>

6. **Participants**

<table>
<thead>
<tr>
<th></th>
<th>Totally disagree</th>
<th>Totally agree</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>The atmosphere among the participants was always cooperative.</td>
<td>□□□□□□□□</td>
<td>□□□□□□□□</td>
<td>□□□□□□□□</td>
</tr>
<tr>
<td>I was able to benefit from the experience of other participants.</td>
<td>□□□□□□□□</td>
<td>□□□□□□□□</td>
<td>□□□□□□□□</td>
</tr>
<tr>
<td>I will continue to exchange views on this subject with some of the other participants.</td>
<td>□□□□□□□□</td>
<td>□□□□□□□□</td>
<td>□□□□□□□□</td>
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</tbody>
</table>

7. **Achievement of objectives**

<table>
<thead>
<tr>
<th></th>
<th>Totally disagree</th>
<th>Totally agree</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants have ...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>are familiar with requirements for greening TVET institutes and know how these requirements can be implemented at TVET institutes in a holistic approach;</td>
<td>□□□□□□□□</td>
<td>□□□□□□□□</td>
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<tr>
<td>are familiar with real examples of how the greening process can be implemented at TVET institutes;</td>
<td>□□□□□□□□</td>
<td>□□□□□□□□</td>
<td>□□□□□□□□</td>
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</tbody>
</table>
have developed realistic measures to be implemented at their respective TVET institute to transform their colleges into greener leaning and training environments (for TVET institutes) and to coordinate/facilitate the greening process of TVET institutes (for DVET participants);

are familiar with necessary recommendations, examples, tools and materials that TVET institutes can/should use to transform their colleges into greener leaning and training environments.

What competences or expertise have you acquired in addition to the workshop's explicit outcomes?

8. Organisation

<table>
<thead>
<tr>
<th>How satisfied are you with...</th>
<th>Not satisfied at all</th>
<th></th>
<th></th>
<th>Very pleased</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>the overall organisation of the workshop?</td>
<td>□ □ □ □</td>
<td></td>
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<tr>
<td>the coordination of the workshop (by Dr Mertineit)?</td>
<td>□ □ □ □</td>
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</tr>
<tr>
<td>the workshop venue?</td>
<td>□ □ □ □</td>
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<tr>
<td>the language understanding?</td>
<td>□ □ □ □</td>
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<tr>
<td>the information you received in the run-up to the workshop?</td>
<td>□ □ □ □</td>
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</tr>
</tbody>
</table>

What other information / documents would you have needed as well?

Since there are lots of aspects a survey like this cannot cover, we would ask you to add any comments or recommendations below that you might have for future study visits and training courses.

Thank you!
Your GIZ team